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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the English reading competence of Navajo students in public and Bureau of Indian Affairs schools; (2) the effect of syntax on readability for Spanish-speaking adult students of English as a second language; (3) the characteristics of reading programs for migrant children; (4) the effects of a parent involvement program on the reading achievement, school attitude, reading attitude, and cognitive home environment scores of Mexican-American migrant pupils; (5) developmental patterns in native and nonnative reading acquisition; (6) a reading tutorial program for underachieving migrant students; (7) reading achievement among selected adolescent Latino/Chicano students as a result of participating in an ethnocurriculum; (8) the effects of two visual training programs upon automaticity of letter and word recognition in urban black kindergarten children; (9) spelling ability as a reflection of underlying phonological representation in child speakers of black English vernacular; (10) black American vernacular vocabulary; and (11) the effect of context on the understanding of idiomatic expressions and multiple-meaning vocabulary words for monolingual and bilingual readers. (RL)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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Blau, Eileen Kay
THE EFFECT OF SYNTAX ON READABILITY FOR SPANISH-SPEAKING ADULT STUDENTS OF ENGLISH AS A SECOND LANGUAGE

Cohen, Miriam B.
A STUDY TO DETERMINE THE CHARACTERISTICS OF READING PROGRAMS FOR MIGRATORY CHILDREN

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ENGLISH READING COMPETENCE OF NAVAJO STUDENTS IN PUBLIC AND BUREAU OF INDIAN AFFAIRS SCHOOLS

Order No. 8105308

BEGAY, JOE YAZZIE, PH.D. *The University of Arizona*, 1980. 76pp.
Director: Henry E. Butler, Jr.

The primary purpose of this study was to determine the extent to which education of Navajo children who live on the reservation is affected by their cultural background and the type of school they attend.

Three major objectives were involved: (1) To determine if there is a significant difference in scholastic performance if Navajo children attend a Bureau of Indian Affairs school rather than a public school for the first eight years of their formal schooling; (2) To determine if there is a significant difference in scholastic performance of Navajo males and females reared in traditional families when compared to the scholastic performance of Navajo males and females reared in modern families; and (3) To determine if there is a significant difference between scholastic performance of Navajo male and female students.

The sample studied was 64 eighth-grade students: 32 from Bureau of Indian Affairs schools, and 32 from public schools, using equal numbers of traditional and modern, and equal numbers of boys and girls. Two-way analysis of variance was made using eighth-grade Metropolitan Achievement Test reading scores as the dependent variable; independent variable was the type of school, traditional or modern classification, and sex. Data did not support the first major hypothesis that Navajo students who live on the reservation and attend Bureau of Indian Affairs schools for the first eight years of education will have higher reading scores than Navajo students who attend public schools. The reverse of this hypothesis was significant. The second major hypothesis that Navajo males will have higher scores on the test than Navajo females was not supported by data; however, the difference was not significant. Data significantly supported the third and final major hypothesis that students of both sexes from modern Navajo families will score higher than students from traditional families.

Conclusions drawn from the contradictions in the study were: Government bureaucracy, a low level of community participation, and the boarding school environment have significantly affected the quality of education offered by Bureau of Indian Affair schools; and the phenomenon of young female scholastic superiority in Anglo-American society manifests itself in Navajo society but not significantly.

Recommendations suggested by this study include: (1) Organization of the definitive study of the background, training, and motivation of teachers working with Navajo students; study of the degree of personal freedom and the socialization process of Navajo students; investigation of alternatives to textbooks as appropriate classroom tools; and study of aims and goals of the schools for future plans of study for Navajo students. (2) Determination of the disruptive effects on Navajo traditional values; coordination of the Navajo view of nature and conservation training; and study of social and educational impact on students through the use of bilingual or multi-lingual Navajo teachers versus non-Navajo speaking teachers. (3) Investigation of learning expectations of Navajo parents and the degree of community participation in school administration. (4) Implementation of a study to determine how the difference between traditional Navajos and modern Navajos affect their self-image and their success in high school and college.

THE EFFECT OF SYNTAX ON READABILITY FOR SPANISH-SPEAKING ADULT STUDENTS OF ENGLISH AS A SECOND LANGUAGE

Order No. 8105559

BLAU, EILEEN KAY, PH.D. *The University of Florida*, 1980. 114pp.
Chairperson: Dr. Ruthellen Crews

The purpose of this study was to determine the effect of manipulating the degree of sentence combining on reading comprehension for mature students of English as a second language (ESL). In this respect the concept of the effect of syntax on readability differed from the usual sentence length criterion.

A series of reading passages was developed in three versions. Version 1 consisted of short, primarily simple sentences; version 2 contained complex sentences with as many clues to underlying relationships as possible left intact, and version 3 also contained sentences but without those surface clues to underlying relationships. Vocabulary and content were held constant across the three versions.

After several pilot studies, the Syntactically Different Comprehension Test (SDCT) was administered to 85 randomly selected undergraduates enrolled in English 001 at the Mayaguez Campus of the University of Puerto Rico. They were randomly assigned to one of three groups. Each group read one of the versions of the SDCT and responded to the same multiple choice comprehension questions.

The data were analyzed by analysis of covariance using the English as a Second Language Achievement Test (ESLAT) as a covariate. Although the differences in comprehension were not significant, version 2 yielded higher scores than version 1 or version 3 in the Puerto Rico study as well as in the pilot studies.

A secondary study was carried out to obtain the subjective judgments of ESL students, ESL teachers, and pre-service teachers with regard to the relative difficulty of the three syntactic versions. Students tended to consider version 1 the most difficult while ESL teachers and pre-service teachers tended to judge version 1 as the easiest for students.

It was concluded that lower readability level material, as measured by common readability formulas, does not facilitate the comprehension of mature Spanish-speaking ESL students. Although none of the three versions was significantly better than the others, all results of this study suggest that version 2 may in fact be more readable than the others. The short, primarily simple sentences characteristic of low readability level material may actually be an obstacle to comprehension. Consequently, such material is not recommended for this population.

It was recommended that the study be replicated with native speakers of languages other than Spanish as well as with younger ESL students. A series of finer-grained studies was recommended. The need to investigate factors other than syntax that might affect readability was recognized.

A STUDY TO DETERMINE THE CHARACTERISTICS OF READING PROGRAMS FOR MIGRATORY CHILDREN

Order No. 8104858

COHEN, MIRIAM B., PH.D. *The Florida State University*, 1980. 162pp.
Major Professor: Dr. Edwin H. Smith

The purpose of this study was to determine the characteristics of reading programs for migratory children in the United States and to identify those characteristics common to reading programs which could be considered exemplary in terms of innovation and effectiveness. Responses to a 34-item questionnaire addressed to coordinators of migrant education in each of the 50 States were analyzed in order to answer the following two questions: (1) To what extent can characteristics of reading programs for migratory children be determined? (2) To what extent can characteristics of effective, innovative, and exemplary reading programs for migratory children be described?

For the purposes of this investigation, the following areas were those identified as being relevant to a determination of characteristics of reading programs for migrant children: (1) organization of reading programs; (2) student information; (3) curriculum/instruction information; (4) professional staff background and training; (5) program emphases; (6) non-academic information such as additional supportive services available; (7) information about maintenance between home and school contacts.

Provision was also made for State coordinators to note outstanding features of their State's programs which were judged by them to be exemplary.

Completed questionnaires were returned by 47 of the 50 States, a response rate of 94% with final analysis of the data based on completed questionnaires of 40 States.

The results of the questionnaire showed a pattern of responses which could be categorized broadly in two ways. Answers to items descriptive in nature seemed readily available to the respondents. Responses which were quantitative in nature however, were less comprehensive and obviously not as readily obtainable.

In response to the first question posited, based on completed questionnaires, the following are some generalizations which could be made: most states offer a supplemental remedial program within the regular school day; reading is seen as part of the language arts rather than as a separate subject; a variety of measures are used for diagnosis and evaluation; services of district-level personnel such as early childhood specialist and language arts specialist are available; the majority of migrant children are Spanish-speaking; bilingual education and instruction in English as a second language are means used to overcome language barriers; most states use teacher-aides in their migrant education programs.

In response to the second question relating to characteristics of effective, innovative, exemplary reading programs, these were alluded to by the respondents, but because of the highly generalized nature of the responses, such characteristics remained, in effect, undescribed.

Some conclusions drawn from the study were: accounting for the numbers of migrant children to be served persists as a problem; there is lack of consonance between limited emphasis given to bilingual education and English as a second language and the language needs of the majority of migrant children who are Spanish-speaking.

Some recommendations were that a core curriculum should be developed, leading to the standardization of materials relative to the needs of migrant children; there should be coordinated efforts between states to develop some standardized means of determining grade placement and grade advancement of migrant children. Recommendations for further study included a suggestion that (1) a study be conducted to determine the feasibility of elevating teacher-aides to the status of paraprofessionals through concerted preservice and inservice training, (2) a field-based survey should be conducted to determine characteristics of reading programs through on-site observations and assessment of such programs.

THE EFFECTS OF A PARENT INVOLVEMENT PROGRAM ON THE READING ACHIEVEMENT, SCHOOL ATTITUDE, READING ATTITUDE, AND COGNITIVE HOME ENVIRONMENT SCORES OF MEXICAN-AMERICAN MIGRANT PUPILS

Order No. 8104334

DE LA GARZA, SYLVIA SARA, PH.D. *Texas Woman's University*, 1980. 114pp.

It was the purpose of the study to evaluate the effectiveness of a parent involvement program on the reading achievement, school attitude, reading attitude, and cognitive home environment scores of elementary school Mexican-American migrant pupils in a South Texas school district. Seven of ninety-eight t-tests computed on the total group (first through sixth grades) and at each grade level (first through sixth) yielded significant results at the .05 level. The results of the data analysis indicate that, with the exception of beneficial mean gain scores on school attitude at the second grade level, the parent involvement program did not yield beneficial mean gain scores at any grade level. Recommendations for further study include examining a sequential strategy of intervention, teacher attitude, and parent attitude.

DEVELOPMENTAL PATTERNS IN NATIVE AND NON-NATIVE READING ACQUISITION

Order No. 8101095

DEVINE, JOANNE MARY, PH.D. *Michigan State University*, 1980. 220pp.

Yetta Goodman's longitudinal study of children learning to read in English (1971) and other research supporting the notion of developmental patterns in reading acquisition raise a number of important questions about the growth of reading proficiency: (1) Are the developmental patterns noted perhaps a general feature of learning to read? (2) Will adults learning to read in a foreign language evidence patterns of development? and (3) Will any patterns of development seen in non-native adult readers resemble those found in the reading of young children learning to read in their native language? Despite intensive study of both native and non-native reading, few researchers have specifically addressed these questions.

The present research was designed to provide preliminary answers to the questions raised by studies of developmental trends in native reading acquisition. The investigation test two hypotheses about the reading behavior of adults attempting to master reading in a second language. Two recurring themes in the literature on psycholinguistic research into language acquisition--that language learning is a developmental process and that there are striking similarities between first and second language development--underlie these hypotheses. (1) Adult non-native readers at various proficiency levels will show different reading behavior as a function of those proficiency levels and (2) The patterns of change which accompany increased reading proficiency for the adult non-native readers will be similar to those reported for young readers learning to read in their native language.

Fourteen Mexican adults studying in a summer program at Michigan State University were the subjects of the study; each was ranked according to reading proficiency level. Tapes of the subjects' oral reading were examined for any deviations from the text. All such deviations (miscues) were noted and later studied using the *Goodman Taxonomy of Reading Miscues*, an instrument which provides detailed information on the subjects' reading behavior, especially with respect to their use of graphophonemic cues and their concern for preserving the grammatical structure and meaning of the text material.

The analysis of the oral reading miscues in English of the Spanish-speaking adults at the three proficiency levels confirms the first hypothesis; there are differences between the groups which are attributable to changes in reading level. The reading behavior of the high and low group readers demonstrated the following important differences: (1) high group readers' miscues resulted in syntactically and semantically acceptable structures far more frequently than those of the low group readers; (2) high group readers showed finer graphophonemic discrimination and greater flexibility in using cues from the visual display; (3) high group readers corrected more often and more successfully and were more sensitive to the degree of change to the text material in their corrections.

A comparison of the specific changes in reading behavior which accompany higher reading proficiency for the non-native readers with those noted by Goodman for young native readers confirms the second hypothesis: the patterns of development are similar for the two groups. For readers in both studies, increased reading proficiency meant: (1) a decrease in miscue frequency; (2) an increase in processing larger units of language; (3) higher frequency of syntactically and semantically acceptable structures; (4) finer graphic and phonemic discrimination; (5) enhanced ability for use graphophonemic information from all parts of text words; (6) increases in semantic and syntactic acceptability of miscues with no graphophonemic similarity; (7) movement towards more stable syntactic and semantic acceptability; (8) increased tendency to preserve the structure and sense of the text; (9) more frequent corrections; (10) more successful corrections; (11) more likelihood that unacceptable or partially acceptable miscues would be corrected; and (12) increased tendency to correct already acceptable miscues as the degree of change to the text grammar or meaning increases.

The present study supports the existence of developmental trends in the reading of adults attempting to master reading in a foreign language. The research also establishes a relationship between changes in reading behavior, as a function of increased reading proficiency, for children learning to read in their native language and non-native adults learning to read in a foreign language.

DESIGNING, IMPLEMENTING AND TESTING THE EFFECTIVENESS OF A READING TUTORIAL PROGRAM FOR UNDERACHIEVING MIGRANT STUDENTS

Order No. 8106985

DORSEY, MARY ELIZABETH, ED.D. *Florida Atlantic University*, 1980. 193pp.

Migrant children are one of the most educationally deprived groups of children in America. They include children from all ethnic groups: Black, White Mexican, Oriental and Indian, who lead a kind of transitory life that places great limitation on feelings of security and stability. Educators cannot control or dictate the mobility patterns of these children. But educators can design special programs and structure the learning environment so that the transitory life style of these children is less disruptive to their educational achievement.

The problem involved in this study was to determine the effectiveness of a reading tutorial program designed and implemented for underachieving migrant students.

The purposes of this study were to describe a model for designing and implementing a reading tutorial program and then to test the effectiveness of the program by assessing the reading gains made by participating migrant students.

This study was limited to migrant students enrolled in five elementary schools located on the Southwestern coast of Florida in the agricultural belt.

The review of literature focused on existing reading programs designed for migrant and other educationally deprived students.

Most of the special reading programs that were researched indicated that educationally deprived children tend to increase in reading achievement when programs and materials are structured to accommodate their social, cultural and educational needs. In view of these studies, it was hypothesized that: Given the benefit of personalized and individualized instruction in a reading tutorial program, migrant students, grades two through five, would demonstrate a mean gain of one and one-half months' gain per twenty hours of instruction in reading achievement.

The Silvaroli Classroom Reading Inventory was the instrument selected for the pretesting and posttesting of students because it has shown to correlate highly in judging the reading achievement of groups of individuals[1]. This instrument was utilized to measure the reading gains by obtaining a gain score. The gain score ratio was computed by dividing the gain in months by the number of months of instruction received.

Students attended tutorial sessions in groups of threes for approximately sixty minutes daily, five days a week. A diagnostic prescriptive technique was used, whereby each student was provided with one-to-one instruction, fifteen to twenty minutes each day.

The results of the findings indicated that in terms of program effectiveness, the group of students, grades two through five, demonstrated a mean gain of 4.0 months' gain per month (twenty hours) in the program.

The data collected clearly indicated that the tutorial concept, as organized and implemented, produced substantial improvement in reading skills with migrant students previously exhibiting reading deficiencies as measured by the Silvaroli Classroom Reading Inventory.

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[1]Joe Peterson, M. Jean Greenlaw and Robert J. Tierney, "Assessing Instructional Placement with the IRI: The Effectiveness of Comprehension Questions," *Journal of Educational Research* (May/June, 1978):247-50

READING ACHIEVEMENT AMONG SELECTED ADOLESCENT LATINO/CHICANO STUDENTS AS A RESULT OF PARTICIPATING IN AN ETHNOCURRICULUM

Order No. 8100512

HORTA, ANA MARIA, ED.D. *University of San Francisco*, 1980. 331pp. Chairperson: Dorothy Messerschmitt

Academic achievement data by ethnic groups indicate that Hispanics have not benefited in comparison to others in the standard educational system. Because of these statistics, a special culture-based curriculum was developed by the author in the hope that it might make a significant difference in de-escalating this syndrome and be a channel for improvement of the students' academic achievement. This curriculum is called "ethno-curriculum." It is based on sequenced reading skills with linguistic and historical references recognizable to the students. It was developed to enhance the student's self-concept and awareness, and encourage pride in his cultural heritage.

For this study, adolescents sharing similar backgrounds at two middle schools in San Francisco's predominantly Latino Mission District were selected. The range of the students' English proficiency was also examined. The students were divided into two groups: One of one hundred seventy-nine students for treatment with a culture-based ethno-curriculum; and the other of one hundred seventy-five students with standard district instructional materials. In this study, the effects on academic achievement, specifically reading, as a result of receiving a culture-based curriculum, were examined.

The two grade-groups of treatment and control participants were pre- and post-tested using the Inter-American Series of Tests in Reading in English and Spanish. Participants were also pre- and post-tested during the district-wide testing with the Comprehensive Test of Basic Skills. The reading score data from the nationally normed Comprehensive Test of Basic Skills were also examined to provide a supportive factor for the Inter-American results. Confidence limits were calculated based upon the mean scores from both tests to determine whether there was statistical significance and possible range of score differences if the study were repeated under identical circumstances.

The findings showed that no significant differences were found between treatment and control pre-test scores. A case for initial equality between groups was established. In both English and Spanish, the seventh and eighth grade groups receiving a culture-based ethno-curriculum scored significantly higher on the Inter-American Reading post-tests than the control groups. The results from the Comprehensive Test of Basic Skills supported the preceding data; that is, both grade-groups receiving treatment also achieved significantly higher on the Comprehensive Test of Basic Skills than the control group. Since the major difference between the treatment and control groups was the culture-based curriculum, these test results indicate a positive effect because of the treatment. After a two-year exposure to a culture-based curriculum, participants showed significant gains in both English and Spanish reading skills, but more significantly it was found that the gain in English reading skill acquisition surpassed those gains achieved in the native language.

In conclusion, the significance of this study is that it serves to indicate the potential of a culture-based curriculum for a particular ethnic group which has been historically underserved and whose high drop-out rate is the subject of state-wide concern. This research may provide the initial foundation or impetus for further studies designed to foster the academic advancement of these underserved students, so that they may, at their option, elect to enter the mainstream, maintain their ethnic identity as functioning bilinguals, or both.

EFFECTS OF TWO VISUAL TRAINING PROGRAMS UPON AUTOMATICITY OF LETTER AND WORD RECOGNITION IN URBAN BLACK KINDERGARTENERS

Order No. 8109080

KORANT, LESLIE LUCAS, PH.D. *Fordham University*, 1981. 341pp. Mentor: Lillian C. R. Restaino-Baumann

The purpose of this study was to determine the effects of two visual training programs, the Visual Automaticity Program and the Pre-Reading Skills Program, upon the development of automaticity of visual letter and word recognition in urban black kindergarteners. The Visual Automaticity Program (hereafter, VAP) utilized rule governed strategies to direct the child's attention to focus upon categories of distinctive letter features. The Pre-Reading Skills Program (hereafter, PRS) utilized practice with visual letter matching tasks. Automaticity was measured by the speed and accuracy of letter and word recognition.

The theoretical foundation for the study of automaticity was based upon models of perceptual processing (Estes, 1975b; Gibson, 1969; LaBerge, 1976; LaBerge & Samuels, 1974).

The investigator sought to explore whether significant differences existed between treatment groups on measures of (a) accuracy of letter recognition; (b) accuracy of word recognition; (c) speed of letter recognition; and (d) speed of word recognition. In addition, the investigator was interested in determining whether significant relationships existed between measures of speed and accuracy of letter recognition and word recognition within each of the two treatment groups.

Fifty black kindergarteners with normal vision, selected from two public schools in a low socioeconomic area in New York City, were randomly divided into two treatment groups with 25 subjects in each group.

The experimental materials consisted of: (a) two letter recognition conditions--the VAP, developed by the investigator, and the PRS, a commercially-published curriculum; (b) one word recognition condition consisting of selected activities from PRS administered to both groups; and (c) the Visual Automaticity Test for Letter and Word Recognition, designed by the experimenter to measure speed and accuracy of letter and word recognition.

Analyses of variance computed for posttest scores of the accuracy variables indicated that there were no significant differences between treatment groups on either letter recognition accuracy or word recognition accuracy. Both groups were similarly successful in recognizing letters and words.

Analyses of variance computed for posttest scores of the speed variables indicated that subjects in VAP recognized letters and words significantly faster than subjects in PRS, with the difference significant at the .01 level. Analysis of individual scores revealed that subjects obtaining accuracy scores of 95% or higher obtained average letter recognition speed scores of 52 seconds in VAP and 81 seconds in PRS, and average word recognition speed scores of 99 seconds in VAP and 214 seconds in PRS. It was concluded that VAP was more effective than PRS in facilitating automaticity by producing both accurate and rapid responses.

The following correlations in VAP were significant at the .01 level: (a) letter recognition speed and accuracy, $r = -.65$; (b) word recognition speed and accuracy, $r = -.56$; (c) letter and word recognition speed, $r = .66$; (d) letter and word recognition accuracy, $r = .82$; (e) letter recognition speed and word recognition accuracy, $r = .54$. The significant correlation in PRS was between letter and word accuracy, $r = .61$.

The conclusions derived from the study were as follows: First, directed attentional training to distinctive letter features is more effective than letter matching tasks in developing systematic scanning strategies leading to automatic processing of print. Second, direct instruction in categorical clustering of distinctive letter features accelerated development of automatic letter and word recognition. Third, providing direct instruction in hierarchically sequenced subskills of word recognition, namely, distinctive features and letter recognition, is more effective than visual matching tasks in producing accurate and rapid letter and word recognition strategies.

The study confirmed the need to provide beginning readers with systematic instruction in attending to distinctive features of letters, and in categorizing these distinctive features in order to develop strategies that will facilitate automatic letter and word recognition.

SPELLING ABILITY AS A REFLECTION OF UNDERLYING PHONOLOGICAL REPRESENTATION IN CHILD SPEAKERS OF BLACK ENGLISH VERNACULAR

Order No. 8105768

McCardle, Peggy Diana, Ph.D. *The Pennsylvania State University*, 1980. 238pp. Adviser: David S. Palermo

The present study was designed to determine whether speakers of Black English Vernacular (BEV) have underlying phonological representations of words which differ from those of Standard English (SE) speakers. The common approach of prior research on this topic has been to assume that SE is basic and to describe BEV in terms of reduction rules or alternations of SE forms. Those assumptions were questioned in the present study. Prior research has established the significance of sound-to-letter correspondence in children's spelling and has documented the tendency of both black and white children to spell phonetically. In addition, studies of adult speakers of BEV suggest that they have SE underlying phonological representations. Evidence for differences in underlying forms in young children, however, suggests that taking SE as basic at earlier ages is inappropriate. The present experiment was directed toward obtaining data which might clarify this issue.

A visually presented written spelling task and a word discrimination task were presented to approximately 140 black and 232 white children in Jersey City, New Jersey, and Lancaster, Pennsylvania. An analysis of the children's spelling errors revealed that children who speak BEV produce fewer phonetic spellings of the standard forms of words than did children who speak SE. In addition, BEV speakers made more dialectal and hypercorrect/intrusive consonant spellings. These findings are interpreted as evidence of differing underlying phonological representations in young speakers of BEV. It is inferred that not only do BEV-speaking children have different underlying representations than SE-speaking children and adults, but also that children speaking any dialect have different underlying phonological representations than persons speaking other dialects for those words whose pronunciations differ for the two dialects.

On the basis of the children's spelling responses in this study, it is claimed that children in early second grade are in a state of transition concerning underlying phonological representation. They have inferred their underlying representations directly from the data presented to them in their environment. This underlying representation, which is a representation in permanent memory, does not change. It is suggested that a rule system is used for adjustment as the child's language changes to more closely approximate SE. The high incidence of hypercorrect/intrusive consonants in the BEV spelling data support this suggestion. As the child's environmental linguistic input changes, adaptive rules are developed to alter the output forms generated using the underlying forms. This allows for the variability of code-switching. As rule application becomes nearly categorical, adaptive change can become evolutive change. The output becomes standard and serves as input for the next generation's underlying phonological representations. Thus, dialectal differences and their adjustment play a role in language change.

The discrimination task was administered in an attempt to determine whether there were differences in word discrimination between groups. While a dialectal pattern of response emerged, it was not consistent enough to be considered conclusive. In addition, many responses were contrary to expectations, and appeared to be unexplained by acoustic data. Suggestions for redesigning the task are given.

BLACK AMERICAN VERNACULAR VOCABULARY: CULTURAL INSIGHTS AND EDUCATIONAL APPLICATIONS

Order No. 8029506

Michaelis, William Jackson, Ph.D. *University of California, Berkeley*, 1980. 473pp.

This study had two purposes: (1) to explore insights into Black culture as revealed through one aspect of Black American folkspeech, namely, vernacular vocabulary items; and (2) to suggest how these items might be used in a practical educational sense, especially for those lower income youngsters most immersed in street culture.

The cultural analysis section of the study consisted of analyzing 2,075 Black vernacular vocabulary items with over 5,000 meanings, derived from ethnographies, glosseries, slang dictionaries, and popular sources collected between the years 1962 and 1973. The analysis of the items was accomplished by using a modified ethnographic semantic technique. That is, ten major categories and fifty-eight subcategories of potential Black American cultural concerns were derived from a careful reading of the literature, including ethnographies and sociolinguistic studies, and most importantly from groupings that developed from the data itself. Major categories included such things as Communication, People/Relationships, Status and Power, the Underworld, Daily Life, General Concerns, and others. Subcategories under People/Relationships, for example, included all Descriptive Terms for People, terms for Males, Females, Whites, Blacks, Sellouts, and others. Attention was given to the multiple meanings of each individual vocabulary item and these were grouped under one or more of the major and subcategory cultural headings. This was done to ascertain whether the groupings were indicative of values or the strength of certain concerns within Black American culture.

Qualitative and quantitative analyses confirmed much of what has been reported previously in studies of Black culture, as well as revealing many insights into the interaction between language and culture and the functions of vernacular vocabulary.

The largest major cultural category groupings were PEOPLE/RELATIONSHIPS, THE UNDERWORLD, GENERAL CONCERNS, STATUS/POWER, MANIPULATION/PERSUASION, and COMMUNICATION, all indicative of strong value orientations in these areas, whether in a negative or positive sense.

The subcategory groupings provided more clear insights into the functions of language as an identity and survival tool. The three most highly ranked groupings were DESCRIPTIVE TERMS FOR PEOPLE; DRUGS, ALCOHOL; DEALIN' and HIPNESS and STYLE, which included EXPRESSIVE PERFORMANCE and APPEARANCE. Other subcategories that included over 100 items were: (1) BEAUTIFUL (good) vs. UGLY; (2) MALES; (3) TEACH, LEARN, UNDERSTAND; (4) DANCE, MUSIC, ART; (5) ROMANTIC and SEXUAL RELATIONS; (6) VERBAL MANIPULATION; (7) GENERAL MANIPULATION, PERSUASION; (8) GANGS, VIOLENCE; (9) BLACKS; (10) POLICE, LAW; (11) MONEY; (12) WHITES/OTHER RACES; (13) FORTHRIGHTNESS, SINCERITY; and (14) EXCITEMENT vs. DULLNESS.

Qualitative analysis followed each subsection. For example, the 189 terms in the category TEACH, LEARN, UNDERSTAND suggest that Blacks do indeed value education in spite of the fact that they may not view the schools as institutions that relate to primary community cultural values and needs.

The educational applications aspect of the study consisted of several subsections: (1) A series of suggestions for the use of the data in culture study and teacher training. (2) A general exploration of the issues related to Black Culture, Black English, and reading failure, including the question of differing learning styles. (3) Suggestions for reading-language arts instruction, including approaches to skills and styles for the target populations. (4) Following this, two practical models were created. The first was a beginning word list consisting of 666 items based on an overlay of words found in the data and high frequency words used in beginning reading instruction. The second was an extensive series of linguistic word family groupings of the data based on the SRA reading series. (5) The remainder of the study consisted of suggested ways the data might be used including: (a) sample skills exercises; (b) play, game, multisensory approaches; and (c) language experience approaches, including the use of Black folklore, popular culture, and indigenous children's writing.

THE EFFECT OF CONTEXT ON THE UNDERSTANDING OF IDIOMATIC EXPRESSIONS AND MULTIPLE-MEANING VOCABULARY WORDS FOR MONOLINGUAL AND BILINGUAL READERS

Order No. 8100743

NORTON, KATHLEEN BOWMAN, PH.D. *University of Miami*, 1980. 223pp. Supervisor: Helen K. Smith

Purpose. The major purpose of this study was to determine if context facilitated the understanding of idiomatic expressions and multiple-meaning words presented in narrative passages and if the passages containing these linguistic elements were comprehended by sixth- and eighth-grade subjects. The relationship of bilingualism and reading achievement to subjects' performance on the experimental measures was also investigated.

A secondary purpose was the development of experimental tests to determine subjects' contextual skills: selecting definitions for idioms and multiple-meaning words in narrative passages and comprehending passages containing the two language elements.

The problems investigated in this study address the following questions: *Verbal contextual ability*: Does context help students gain meaning for idioms and known words used in uncommon ways? Is context as effective for the understanding of the total passage as for the selection of definitions for idioms and multiple-meaning words?

Language group membership: Is context as effective for monolinguals as for bilinguals with regard to definition selection for idioms and multiple-meaning words and comprehension of passages containing these linguistic elements?

Grade placement and reading achievement: Is there a relationship between grade level/reading achievement and the use of context for idioms, multiple-meaning words, and comprehension?

Procedures. The subjects were 322 sixth- and eighth-grade monolingual and bilingual subjects from middle-class public schools in Dade County, Florida. Reading achievement level was determined by performance on the most recent Stanford Achievement Test (SAT).

The researcher-prepared instruments used in this investigation were tested and refined in three preliminary studies. On two separate days subjects read six narrative passages containing 30 idioms and 30 multiple-meaning words and answered comprehension questions and definition selection items related to the passages.

Three hypotheses were tested at the .05 significance level. The *t*-test statistic was used to compare subjects' performance on verbal contextual tasks. Analysis of variance determined the degree and direction of the relationship between subjects' performance, language group membership, and reading achievement level.

Findings.

Verbal contextual ability: All subjects taken together comprehended idiom and vocabulary passages significantly better than they selected definitions for these two language elements. The total group of subjects comprehended idiom passages better than vocabulary passages. When subjects were grouped according to grade level, sixth-grade subjects selected idiom definitions significantly better than vocabulary definitions; the reverse was true for eighth-grade subjects.

Language group membership: Monolinguals performed significantly better on definition selection for both idioms and multiple-meaning words and on comprehension of idiom passages. However, bilinguals performed the same as monolinguals on comprehension of vocabulary passages. As reading achievement level increased, differences based on language group membership tended to moderate.

Grade placement and reading achievement level: There was no significant difference in the performance of sixth- and eighth-grade subjects reading on the eighth-grade level; however, eighth-grade subjects reading on the sixth-grade level performed significantly better than sixth-grade subjects reading on the sixth-grade level.

Conclusions. (1) Context facilitates the selection of definitions for idioms and multiple-meaning words found in narrative passages and therefore aids in the comprehension of those passages. (2) Idioms are more easily understood than are higher level meanings for vocabulary words. (3) Reading achievement level influences the facility with which context is used by readers across grade and language groups. (4) The facility with which monolinguals and bilinguals use context is not solely a function of language group membership but appears to be influenced by other factors such as reading achievement level.

A STUDY OF THE RELATIONSHIP BETWEEN ORAL LANGUAGE PROFICIENCY AND READING READINESS/ACHIEVEMENT OF SELECTED MEXICAN AMERICAN CHILDREN IN CORPUS CHRISTI, TEXAS

Order No. 8110849

ROSALES, SYLVIA MENDEZ, ED.D. *Texas A&I University*, 1980. 158pp. Adviser: Professor Janet L. Prange

The purpose of the study was to investigate the relationship between (1) oral language proficiency of Spanish/English bilingual children as measured by *Primary Acquisition of Language* (*PAL*) and reading readiness as measured by the pre-reading skills subtests of the *Metropolitan Readiness Test* (*MRT*) and (2) oral language proficiency of Spanish/English bilingual children as measured by *Primary Acquisition of Language* (*PAL*) and reading achievement as measured by the reading subtests of the *California Achievement Test* (*CAT*).

The population of the study consisted of thirty-one LEP (Limited English Proficiency) and twenty-nine Non-LEP (Non-Limited English Proficiency), Grade One bilingual pupils; nine LEP and fifty-two Non-LEP, Grade Three bilingual pupils; and thirty LEP and fifty-four Non-LEP, Grade Five bilingual pupils from two selected elementary schools in Corpus Christi, Texas. All LEP subjects had been administered English *PAL*, Spanish *PAL* and *MRT* or *CAT*; all Non-LEP pupils had been administered English *PAL* and *MRT* or *CAT*.

Raw scores derived for all subjects at all grade levels were subjected to computer analysis. Correlation coefficients were produced for all measures. Multivariate analysis of variance was employed to study differences between scores of LEP and Non-LEP pupils on measures of language and reading readiness/achievement.

Analysis of the data yielded the following results: (1) A significant relationship between English oral language proficiency and reading readiness/achievement was found for Grade One and Grade Three LEP pupils and Grade Five Non-LEP pupils. (2) No significant relationship between English oral language proficiency and reading/readiness/achievement was found for Grade One and Grade Three Non-LEP pupils and Grade Five LEP pupils. (3) No significant relationship was found between Spanish oral language proficiency and English reading readiness/achievement for any grade level. (4) A significant difference was found between the language proficiency of LEP and Non-LEP pupils for all grade levels. (5) No significant difference was found between the reading readiness/achievement of LEP and Non-LEP pupils for any grade level.

The results of the data analysis failed to yield conclusive evidence that a statistically significant relationship exists between (1) oral language proficiency as measured by *PAL* and reading readiness as measured by *MRT*, or (2) oral language proficiency as measured by *PAL* and reading achievement as measured by *CAT*. Significant correlations were derived for some groups, but no consistent pattern resulted for all grades in the study. Since the study was exploratory rather than experimental in nature, conclusions were only tentative, and further research is suggested to ascertain more precise conclusions. (1) There appears to be a significant relationship between oral language proficiency and reading readiness/achievement of LEP pupils. (2) Analysis of data suggested that as pupils made gains in English oral language proficiency, their gains in reading readiness/achievement were not comparable. (3) Lack of a significant relationship between Spanish oral language proficiency and English reading readiness/achievement suggested that transfer from one language to the other was not occurring to any significant degree.

Based on the findings, further research is recommended to explore the same relationship using other population samples and other language proficiency measures and reading readiness/achievement measures. Development and refinement of language assessment instruments should receive concentrated efforts.

BILINGUAL EDUCATION: A THREE-YEAR INVESTIGATION COMPARING THE EFFECTS OF MAINTENANCE AND TRANSITIONAL APPROACHES ON ENGLISH LANGUAGE ACQUISITION AND ACADEMIC ACHIEVEMENT OF YOUNG BILINGUAL CHILDREN

Order No. 8103830

SANCHO, ANTHONY RALPH, PH.D. *Claremont Graduate School*, 1980. 169pp.

Even though bilingual education has been fostered and implemented in the U.S. on a limited basis since the 1800's, it did not attract national attention in the educational community until it was sanctioned by the federal government with the passage of the Bilingual Education Act of 1968. In the interim, controversy surrounding bilingual education continued to flourish with pro and anti-bilingual camps justifying their stances on the basis of issues more closely resembling a minority versus majority debate than as an academic argument. One basic issue was the dispute of whether the major goal should be one of language maintenance or one of language shift. That is, should these programs assist a student in the acquisition of English while helping him develop and maintain the home language, or should they make use of the native language only as a means of accelerating the learning of English.

The purpose of this study was to address this issue by analyzing the results of a three-year longitudinal evaluation of young children participating in an English-Spanish program employing the two fundamental approaches to bilingual instruction--maintenance and transitional.

The two groups of students selected for the study were participating in a Title VII bilingual program in the Harlandale Independent School District in San Antonio, Texas. The research compares each group's accomplishments during the period from 1976-77, their kindergarten year, through 1978-79, their second grade year. A total of eight classrooms, four employing the maintenance and four implementing the transitional, were involved. The classrooms were paired because of their similarity in terms of location, ethnic population, median family income and median family school years completed.

The study compared entry level language proficiency and three academic skill areas: English language, English reading, and mathematics. The three major research questions which the study examined were: (1) Which of the two approaches provides bilingual children a better mode for academic achievement when compared via an English norm-referenced test? (2) To what extent does the linguistic competence which the bilingual child brings to school affect his achievement in English? (3) To what extent does the socio-economic environment of the bilingual child affect his academic achievement in English?

The study employed a quasi-experimental design using a modified version of the time-series experiment as the basis for analyzing the data. Statistical techniques included two tailed t-tests, analyses of variance, and analyses of covariance.

The major conclusions that resulted from the study are as follows: (1) The limitations imposed by providing bilingual treatment through either a maintenance or transitional approach is too narrow in scope. Allowances for combinations and/or variations seem more appropriate. (2) The effects of either a maintenance or transitional treatment are not as significant on achievement as the degree of linguistic competence which the bilingual child initially brings to the school setting. (3) The degree of proficiency that bilingual children bring to school in both languages seems to have a direct relationship to their achievement. (4) The results of the study support the hypothesis that the development and maintenance of two languages increases the ability of bilingual students to perform logical operations such as those required in math.

Even though the focus of the research was narrow in scope, there is sufficient evidence to encourage future researchers to review many additional variables that directly relate to the issues surrounding the two approaches to bilingual instruction.

THE RELATIONSHIP BETWEEN PRESCHOOL BILINGUAL CHILDREN'S LANGUAGE DOMINANCE, SENSORY-MOTOR FUNCTIONING, AND READINESS FOR SCHOOL

Order No. 8110529

VELA, DORA, PH.D. *Texas Woman's University*, 1980. 64pp.

The reasons for the academic failure of the Spanish-speaking child vary. Academic underachievement, however, is a phenomenon which begins so early in school that preschool influences are suggested. This study proposed to examine the relationship between preschool Spanish-speaking children's sensory-motor ability and school readiness following participation in Head Start and Day Care programs. Thirty-three 5 and 6 year old Head Start children and thirty-three 5 and 6 years old Day Care children made the Experimental and the Control groups. Dependent measures included the Physical Dexterity Tasks, the Inventory of Readiness Skills, and the Dos Amigos Verbal Language Scale. Pretest and posttest measures were taken. The relationship between sensory-motor ability, school readiness, English language dominance, and Spanish language dominance, as well as the differences between the groups were investigated. Results indicated that school readiness and sensory-motor abilty were related only for subjects dominant in English. In addition, language dominance (English or Spanish), and school readiness was related. Both groups showed improvement on all measures. However, the majority of the Head Start subjects were still functioning below average for their age on language and school readiness. Consideration should be given to the early verbal stimulation of the low-income Spanish-speaking child either through parent-training in the Head Start programs or teacher-training in the schools.

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